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Embarc Core Values Student Process Reflection Creation

Purpose: Use our student voices to determine what it means to be an Embarc student in our particular class so that we can monitor our own personal growth

Materials:

- ❏ 6 Chart papers - put one piece of chart paper around the room for each of the Embarc core values. It may be helpful to tape the Embarc core value definitions under each to give students a starting point for their thinking
- ❏ Markers for each student

Chalk Talk Round 1: Ideation around core values

- Put students in pairs or trios and have each start at one of the core value posters.
- Students will spend 3 minutes at each poster discussing the Embarc core value, read the definition posted to get their thinking started and talk about "What would it look like and sound like if we were demonstrating this core value in our Embarc class?" As students think of ideas they should write each individual idea on the poster
    - **Teacher Note:** Be sure to stress that we are thinking about this in terms of the class and NOT journeys (it's easy to think of being courageous when we step outside the school but what does that look like in class?)
- Pairs/trios rotate to the next poster -- students should begin by reviewing ideas that are already there and put "check marks" by ideas that they agree with then discuss and add additional ideas
- Continue rotating until back at their original poster

Chalk Talk Round 2: Sharing our voice

- Pairs and trios will now spend 1 more minute rotating to each poster. Add additional check marks to ideas they feel strongly in agreement with.

Chalk Talk Round 3: Coming to Consensus

- Pairs/Trios will read through all the comments on the poster and take note of what has the most check marks. They will circle the top 5-6 items.
- Then each group will share out their top 5-6 and open up a discussion with the class to determine their top 2-4 items that will go on their process reflection. Once they have determined these they will star them

Reflect with the class

- What did you like about this process?
- What would you like to have changed about this process?
- How do you feel about creating the items that are goals for this class?
- What are you looking forward to about this type of evaluation process?
- Is there anything that makes you nervous about this new type of "evaluation process"?

Teacher Notes:

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- Now that students have determined their “standards” based on the core values - type those into the master process reflection template
- This template has been designed to “force a copy” when you share the link with your students so you can share it with your class and have them make a copy with their name and then share that back to you
- Decide on the frequency that you want students to add reflections to this document and be sure to give them advance notice to set up “appointments” for their grade conferences as the quarter comes near

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